

ACT Profile Report - State

Graduating Class 2009
Delaware



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This report provides information about the performance of your 2009 graduating seniors who took the ACT as sophomores, juniors, or seniors; and self-reported at the time of testing that they were scheduled to graduate in 2009 and tested under standard time conditions.

This report focuses on:

Performance - student test performance in the context of college readiness

Access - number of your graduates exposed to college entrance testing and the percent of race/ethnicity participation

Course Selection - percent of students pursuing a core curriculum

Course Rigor - impact of rigorous coursework on achievement

College Readiness - percent of students meeting ACT College Readiness Benchmark Scores in each content area

Awareness - extent to which student aspirations match performance

Articulation - colleges and universities to which your students send test results

Each year, test data for a school, district, and the state represents a different cohort of students. ACT encourages educators to focus on trends (3, 5, 10 years), not year-to-year changes. Such changes can represent normal – even expected – fluctuations. On the other hand, trend lines offer more insight into what is happening in a school, district, or the state.

Further, ACT encourages educators to measure student performance in the context of college readiness measures. The focus should be on the number and percentage of students meeting or exceeding ACT's College Readiness Benchmark Scores, a measure that is much more meaningful and understandable than an average composite score for a group of students.

The ACT is a curriculum-based measure of college readiness. ACT components include:

- Tests of academic achievement in English, math, reading, science, and writing (optional)
- High school grade and course information
- Student Profile Section
- Career Interest Inventory

The ACT:

Every few years, ACT conducts the **ACT National Curriculum Survey** to ensure its curriculum-based assessment tools accurately measure the skills high school teachers teach and instructors of entry-level college courses expect. The ACT is the only college readiness test designed to reflect the results of such a survey.

ACT's **College Readiness Standards** are sets of statements intended to help students, parents and educators understand the meaning of test scores. The standards relate test scores to the types of skills needed for success in high school and beyond. They serve as a direct link between what students have learned and what they are ready to do next. The ACT is the only college readiness test for which scores can be tied directly to standards.

Only the ACT reports **College Readiness Benchmark Scores** – A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses, which include English Composition, Algebra, Social Science and Biology. These scores were empirically derived based on the actual performance of students in college. The College Readiness Benchmark Scores are:

College Course/Course Area	ACT Test	Benchmark Score
English Composition	English	18
Algebra	Mathematics	22
Social Sciences	Reading	21
Biology	Science	24

For more information, go to www.act.org

How to Improve Scores and Increase College Readiness

31% of your students met all four ACT College Readiness Benchmark Scores (Table 1.1). To improve students' scores and increase the percentage of students identified as college ready, ACT suggests:

PROVIDING ACCESS FOR ALL STUDENTS TO TAKE THE ACT: 1,060 of your students are included in this report (the 'cohort'). Increasing access insures that more students have the opportunity to consider college and allows the reader to use this report to evaluate how well courses and instructional programs are preparing students for college and work.

MAKING CORE CURRICULUM A PRIORITY: Emphasize the need for all students to develop college and work ready skills, regardless of postsecondary aspirations. 80% of the students in the cohort reported taking courses that would be considered 'Core or More' (Table 1.4).

MAKING SURE STUDENTS ARE TAKING THE RIGHT KINDS OF COURSES: Table 3.2 reports 3% of the cohort took less than three years of math courses. Of these students, 10% were college ready. 5% of the cohort reported taking the minimum math core (Algebra I, Algebra II, and Geometry). 13% of these students were college ready. In comparison, 59% of the students who advanced beyond minimum math core were college ready. Getting more students ready for Algebra prior to 9th grade will increase the chances that students will be prepared for and take advanced-level math courses.

Similarly, Table 3.2 reports 3% of the cohort took less than three years of natural science courses. 10% of these students were college ready. In comparison, 38% of students who took at least three years of science coursework were college ready.

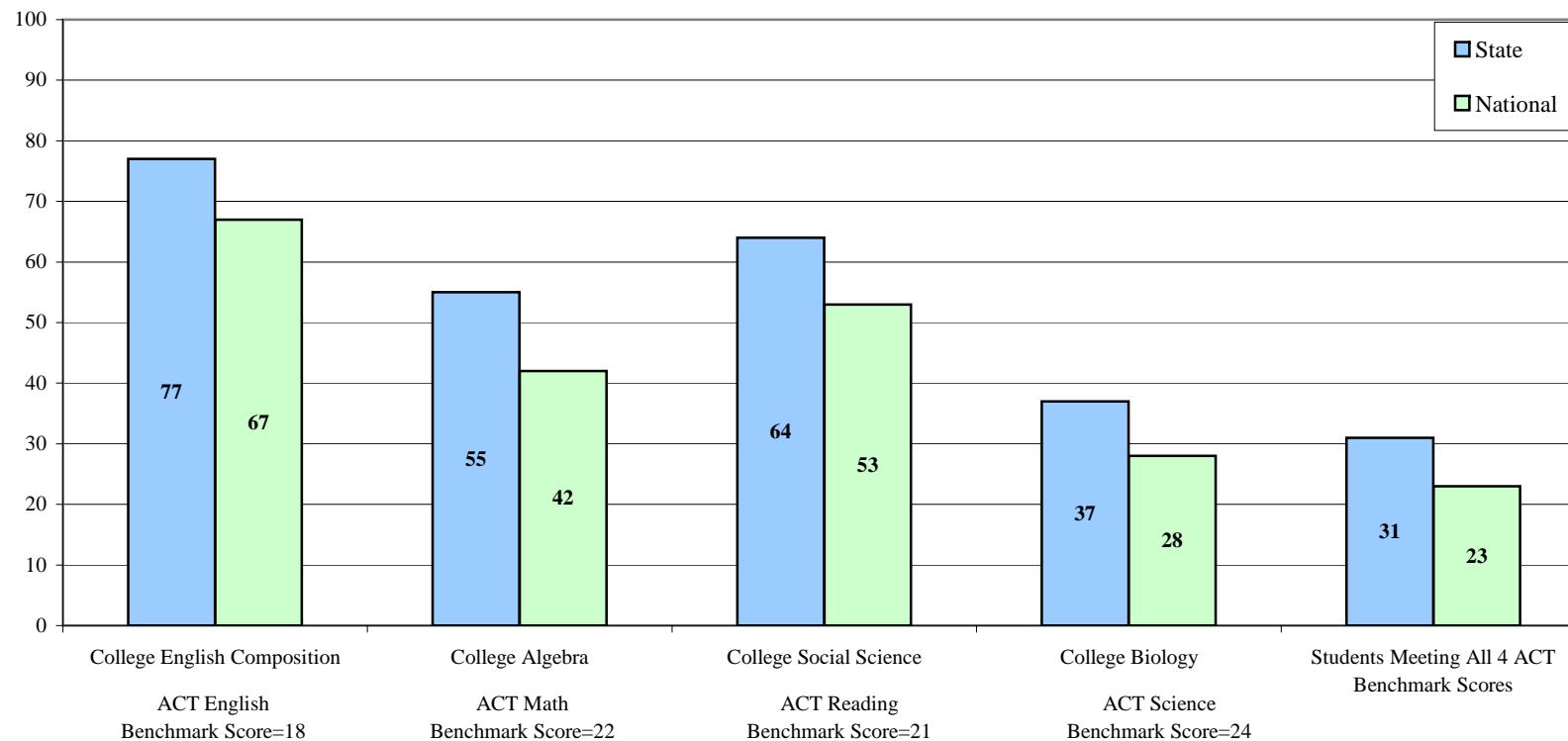
EVALUATING RIGOR OF COURSES: Table 2.6 reports the percentage of students falling in each of the ACT College Readiness Standards score ranges. For example, approximately 35% of the cohort fall into the lowest three Mathematics score ranges. To increase these students' achievement, identify the standards they should focus on next by accessing ACT's College Readiness Standards at www.act.org/standard.

PLAN GUIDANCE ACTIVITIES BASED ON STUDENTS' CAREER AND COLLEGE ASPIRATIONS: Data in Tables 4.1 and 4.2 enable the reader to determine if aspirations are consistent with academic performance and whether among students with similar aspirations, academic performance is consistent across racial/ethnic groups.

For more information on interpreting data in this report, or to learn how ACT can help your students improve their readiness for college and the workplace, contact your regional office at 518-869-7378.

Section I

Executive Summary

Figure 1.1. Percent of Your Students Ready for College-Level Coursework

A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college course.

Table 1.1. Five Year Trends—Percent of Students Meeting College Readiness Benchmarks

Year	Number of Students Tested		Percent Meeting Benchmarks									
	State	National	English		Mathematics		Reading		Science		Meeting All Four	
			State	National	State	National	State	National	State	National	State	National
2005	377	1,186,251	68	68	37	41	50	51	25	26	22	21
2006	471	1,206,455	70	69	44	42	57	53	26	27	22	21
2007	742	1,300,599	72	69	48	43	56	53	31	28	25	23
2008	986	1,421,941	77	68	55	43	62	53	37	28	31	22
2009	1,060	1,480,469	77	67	55	42	64	53	37	28	31	23

Table 1.2. Five Year Trends—Average ACT Scores

Year	Number of Students Tested		Average ACT Scores									
	State	National	English		Mathematics		Reading		Science		Composite	
			State	National	State	National	State	National	State	National	State	National
2005	377	1,186,251	20.2	20.4	20.5	20.7	21.4	21.3	20.6	20.9	20.8	20.9
2006	471	1,206,455	20.7	20.6	21.3	20.8	22.1	21.4	21.0	20.9	21.4	21.1
2007	742	1,300,599	21.2	20.7	21.6	21.0	21.9	21.5	21.4	21.0	21.7	21.2
2008	986	1,421,941	22.2	20.6	22.5	21.0	23.1	21.4	22.0	20.8	22.6	21.1
2009	1,060	1,480,469	22.2	20.6	22.5	21.0	23.1	21.4	22.0	20.9	22.6	21.1

Table 1.3. Five Year Trends—Average ACT Scores Nationwide

Year	Number of Students Tested		Average ACT Scores				
	State	National	English	Mathematics	Reading	Science	Composite
			State	National	State	National	State
2005	1,186,251		20.4	20.7	21.3	20.9	20.9
2006	1,206,455		20.6	20.8	21.4	20.9	21.1
2007	1,300,599		20.7	21.0	21.5	21.0	21.2
2008	1,421,941		20.6	21.0	21.4	20.8	21.1
2009	1,480,469		20.6	21.0	21.4	20.9	21.1

Table 1.4. Five Year Trends—Average ACT Scores by Level of Preparation

Year	Number of Students Tested		Percent ²		English		Mathematics		Reading		Science		Composite	
	Core or More ¹	Less than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core
2005	196	132	52	35	20.9	19.5	21.1	19.8	22.3	20.4	21.2	20.0	21.5	20.1
2006	243	160	52	34	20.6	20.3	21.3	20.8	22.1	21.7	21.0	20.9	21.3	21.1
2007	351	269	47	36	21.6	20.8	22.0	21.1	22.3	21.7	21.8	20.9	22.0	21.3
2008	629	272	64	28	22.0	22.2	22.3	22.3	22.9	22.8	21.9	21.6	22.4	22.3
2009	852	199	80	19	22.3	21.8	22.6	22.0	23.1	23.0	22.1	21.6	22.7	22.2

¹"Core or More" results correspond to students taking four or more years of English AND three or more years each of math, social studies, and natural science.

²Percent of all students tested. Numbers will not add up to 100% due to student non-response.

Table 1.5. Five Year Trends—Percent and Average Composite Score by Race/Ethnicity

	2005			2006			2007			2008			2009		
	N	%	Avg	N	%	Avg									
All Students	377	100	20.8	471	100	21.4	742	100	21.7	986	100	22.6	1,060	100	22.6
African American/Black	97	26	17.0	98	21	17.8	120	16	17.6	128	13	18.2	170	16	18.5
American Indian/Alaska Native	0	0	.	2	0	20.0	2	0	17.0	2	0	29.0	4	0	19.3
Caucasian American/White	214	57	21.9	254	54	22.7	419	56	22.4	654	66	23.0	733	69	23.3
Hispanic	8	2	22.8	17	4	18.9	19	3	23.5	30	3	21.4	20	2	21.9
Asian American/Pacific Islander	15	4	22.9	20	4	23.3	29	4	23.8	49	5	24.8	36	3	26.4
Other/No Response	43	11	22.7	80	17	21.7	153	21	22.2	123	12	24.3	97	9	22.9

Section II

Academic Achievement

Table 2.1. ACT Score Distributions, Cumulative Percentages (CP¹), and Score Averages

ACT Scale Score	English		Mathematics		Reading		Science		Composite		ACT Scale Score
	N	CP	N	CP	N	CP	N	CP	N	CP	
36	2	100	4	100	16	100	1	100	0	100	36
35	13	100	7	100	5	98	7	100	3	100	35
34	16	99	14	99	28	98	12	99	4	100	34
33	22	97	24	98	32	95	7	98	10	99	33
32	23	95	15	95	23	92	8	97	22	98	32
31	30	93	17	94	40	90	16	97	28	96	31
30	33	90	26	92	50	86	32	95	40	94	30
29	35	87	41	90	50	82	30	92	40	90	29
28	49	84	55	86	49	77	33	89	54	86	28
27	37	79	58	81	45	72	31	86	54	81	27
26	63	75	67	75	49	68	44	83	72	76	26
25	63	70	76	69	51	63	98	79	62	69	25
24	75	64	65	62	59	59	70	70	76	63	24
23	51	57	63	56	58	53	99	63	70	56	23
22	66	52	50	50	53	48	66	54	72	50	22
21	71	45	60	45	74	43	88	48	71	43	21
20	69	39	42	39	56	36	103	39	66	36	20
19	53	32	52	35	62	30	80	30	64	30	19
18	49	27	59	31	32	25	61	22	62	24	18
17	39	23	84	25	52	22	29	16	46	18	17
16	45	19	92	17	48	17	47	14	50	14	16
15	46	15	54	8	33	12	26	9	33	9	15
14	19	10	20	3	28	9	17	7	23	6	14
13	24	9	10	1	27	6	26	5	22	4	13
12	23	6	2	1	15	4	3	3	8	2	12
11	10	4	3	1	17	2	11	2	7	1	11
10	13	3	0	1	4	1	7	1	1	1	10
9	9	2	0	1	1	1	4	1	0	1	9
8	5	1	0	1	2	1	2	1	0	1	8
7	3	1	0	1	0	1	0	1	0	1	7
6	3	1	0	1	0	1	1	1	0	1	6
5	1	1	0	1	1	1	1	1	0	1	5
4	0	1	0	1	0	1	0	1	0	1	4
3	0	1	0	1	0	1	0	1	0	1	3
2	0	1	0	1	0	1	0	1	0	1	2
1	0	1	0	1	0	1	0	1	0	1	1
Avg (SD)	22.2 (6.1)		22.5 (5.4)		23.1 (6.2)		22.0 (5.0)		22.6 (5.1)		Avg (SD)

¹CP is the cumulative percent of students at or below a score point.

Note: Shaded portions of columns identify the students who met/exceeded the ACT College Readiness Benchmark Scores.

Table 2.2. ACT Subscore Distributions, Cumulative Percentages (CP¹), and Subtest Score Averages

ACT Scale Score	English				Reading				Mathematics								ACT Scale Score	
	Usage/ Mechanics		Rhetorical Skills		Social Studies		Arts/ Literature		Pre/Elementary Algebra		Algebra/ Coordinate Geometry		Plane Geometry/ Trigonometry					
	N	CP	N	CP	N	CP	N	CP	N	CP	N	CP	N	CP	N	CP		
18	55	100	20	100	45	100	84	100	58	100	19	100	16	100	18			
17	58	95	8	98	57	96	50	92	97	95	12	98	6	98	17			
16	68	89	74	97	81	90	101	87	69	85	40	97	47	98	16			
15	74	83	91	90	104	83	111	78	83	79	54	93	91	93	15			
14	73	76	108	82	85	73	104	67	76	71	131	88	110	85	14			
13	83	69	108	72	72	65	61	58	86	64	90	76	151	75	13			
12	81	61	131	61	97	58	80	52	128	56	134	67	78	60	12			
11	89	54	122	49	81	49	117	44	64	44	101	55	142	53	11			
10	117	45	117	38	92	41	72	33	111	38	177	45	122	40	10			
9	91	34	84	27	114	33	72	26	74	27	123	28	77	28	9			
8	68	26	83	19	77	22	69	20	91	20	75	17	85	21	8			
7	72	19	43	11	64	15	42	13	86	12	41	10	42	13	7			
6	56	12	19	7	36	9	45	9	23	3	20	6	38	9	6			
5	33	7	25	5	29	5	31	5	7	1	20	4	24	5	5			
4	29	4	17	3	13	2	14	2	4	1	10	2	14	3	4			
3	8	1	7	1	4	1	3	1	3	1	10	1	9	2	3			
2	3	1	3	1	8	1	4	1	0	1	0	1	4	1	2			
1	2	1	0	1	1	1	0	1	0	1	3	1	4	1	1			
Avg (SD)	11.2 (3.9)		11.4 (3.2)		11.6 (3.7)		12.1 (3.8)		12.0 (3.5)		11.1 (3.0)		11.2 (3.2)		Avg (SD)			

¹CP is the cumulative percent of students at or below a score point.

Table 2.3. ACT Score Quartile Values

Quartile	English	Mathematics	Reading	Science	Composite
Q3 (75th Percentile)	26	26	28	25	26
Q2 (50th Percentile)	22	23	23	22	23
Q1 (25th Percentile)	18	18	19	19	19

Table 2.4. Average ACT Composite Scores for Race/Ethnicity by Level of Preparation

Student Group	Race/Ethnicity	Number of Students Tested	Percent Taking Core or More ¹	Average ACT Composite Score Core or More	Average ACT Composite Score Less Than Core
State	All Students	1,060	80	22.7	22.2
	African American/Black	170	74	18.6	18.0
	American Indian/Alaska Native	4	75	21.7	12.0
	Caucasian American/White	733	83	23.3	23.6
	Hispanic	20	65	22.5	20.7
	Asian American/Pacific Islander	36	92	26.7	23.3
	Other/No Response	97	72	22.5	24.0
National	All Students	1,480,469	70	22.0	19.1
	African American/Black	196,149	64	17.6	15.9
	American Indian/Alaska Native	15,773	59	20.1	17.4
	Caucasian American/White	941,206	73	23.0	20.1
	Hispanic	133,569	67	19.6	17.3
	Asian American/Pacific Islander	59,093	80	23.7	21.4
	Other/No Response	134,679	63	22.2	19.0

¹"Core or More" results correspond to students taking four or more years of English AND three or more years each of math, social studies, and natural science.

Table 2.5. Average ACT Scores by Race/Ethnicity

Student Group	Race/Ethnicity	English	Mathematics	Reading	Science	Composite
State	All Students	22.2	22.5	23.1	22.0	22.6
	African American/Black	17.8	18.5	18.6	18.5	18.5
	American Indian/Alaska Native	17.3	19.8	20.5	19.0	19.3
	Caucasian American/White	23.1	23.0	24.0	22.7	23.3
	Hispanic	21.2	22.8	22.3	20.8	21.9
	Asian American/Pacific Islander	25.7	29.0	24.7	25.6	26.4
	Other/No Response	22.6	22.7	23.8	21.7	22.9
National	All Students	20.6	21.0	21.4	20.9	21.1
	African American/Black	16.0	17.1	16.9	17.2	16.9
	American Indian/Alaska Native	17.9	18.7	19.4	19.1	18.9
	Caucasian American/White	21.9	21.9	22.6	21.9	22.2
	Hispanic	17.7	19.1	18.9	18.8	18.7
	Asian American/Pacific Islander	22.6	24.5	22.7	22.7	23.2
	Other/No Response	20.4	21.0	21.3	20.7	20.9

Table 2.6. Percent of Students in College Readiness Standards (CRS) Score Ranges

Student Group	CRS Range	English		Mathematics		Reading		Science	
		N	%	N	%	N	%	N	%
State	33 to 36	53	5	49	5	81	8	27	3
	28 to 32	170	16	154	15	212	20	119	11
	24 to 27	238	22	266	25	204	19	243	23
	20 to 23	257	24	215	20	241	23	356	34
	16 to 19	186	18	287	27	194	18	217	20
	13 to 15	89	8	84	8	88	8	69	7
	01 to 12	67	6	5	0	40	4	29	3
National	33 to 36	60,269	4	45,198	3	74,801	5	26,524	2
	28 to 32	154,245	10	139,060	9	205,090	14	104,787	7
	24 to 27	251,396	17	293,477	20	226,630	15	287,693	19
	20 to 23	376,203	25	300,212	20	361,756	24	492,815	33
	16 to 19	303,385	20	495,592	33	334,831	23	367,167	25
	13 to 15	179,194	12	198,214	13	195,336	13	131,197	9
	01 to 12	155,777	11	8,716	1	82,025	6	70,286	5

Table 2.7. Average ACT Scores by Gender

Student Group	Gender	N	Percent	Average ACT Scores				
				English	Mathematics	Reading	Science	Composite
State	Males	505	48	21.9	23.4	23.2	22.6	22.9
	Females	552	52	22.6	21.7	23.1	21.4	22.3
	Missing	3	0	15.0	18.3	18.7	18.0	18.0
National	Males	668,165	45	20.2	21.6	21.3	21.4	21.3
	Females	808,097	55	20.9	20.4	21.4	20.4	20.9
	Missing	4,207	0	20.3	21.2	21.5	20.8	21.1

Table 2.8. Percent of Students Meeting College Readiness Benchmark Scores by Gender

Student Group	Gender	Percent of Students					Meet All Four
		English	Mathematics	Reading	Science	All Four	
State	Males	76	61	65	42	37	
	Females	79	50	64	32	26	
National	Males	65	47	52	33	27	
	Females	69	38	53	24	20	

Table 2.9. College Readiness Benchmark (CRB) Percent and Average ACT Scores by Overall High School Curriculum

Student Group	Curriculum Taken ¹	N	English		Mathematics		Reading		Science		Composite	
			CRB %	Avg	CRB %	Avg	CRB %	Avg	CRB %	Avg	CRB % ³	Avg
State	Core or More ²	852	79	22.3	56	22.6	65	23.1	37	22.1	32	22.7
	Less than Core	199	71	21.8	51	22.0	61	23.0	37	21.6	30	22.2
	Missing	9	78	22.3	56	21.1	67	23.4	11	19.1	11	21.6
National	Core or More	1,039,502	75	21.7	50	21.9	59	22.3	34	21.7	28	22.0
	Less than Core	391,458	52	18.3	25	18.9	38	19.4	16	19.2	12	19.1
	Missing	49,509	35	15.9	16	17.5	25	17.3	10	17.6	7	17.2

¹"Curriculum Taken" reflects overall high school curriculum in this table.²"Core or More" results correspond to students taking four or more years of English AND three or more years each of math, social studies, and natural science.³Composite CRB% results reflect students who meet all four subject-area benchmarks.**Table 2.10. College Readiness Benchmark (CRB) Percent and Average ACT Scores by Content-Specific Curriculum**

Student Group	Curriculum Taken ¹	English			Mathematics			Reading			Science		
		N	CRB %	Avg	N	CRB %	Avg	N	CRB %	Avg	N	CRB %	Avg
State	Core or More	1,043	77	22.3	1,023	56	22.7	895	63	22.9	1,022	38	22.1
	Less than Core	11	55	16.7	30	10	16.5	157	69	24.3	30	10	17.9
	Missing	6	100	24.8	7	57	21.0	8	75	24.3	8	13	19.4
National	Core or More	1,367,549	70	20.9	1,334,313	46	21.4	1,287,169	55	21.7	1,206,541	32	21.5
	Less than Core	73,276	42	16.8	101,413	7	16.5	151,264	41	19.7	230,683	12	18.4
	Missing	39,644	37	16.1	44,743	17	17.5	42,036	26	17.5	43,245	11	17.7

¹"Curriculum Taken" reflects content-specific curriculum in this table.

For instance, Reading "Core or More" results correspond to students taking three or more years of social studies, regardless of courses taken in other content areas.

Section III

College Readiness and the Impact of Course Rigor

Figure 3.1. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: ENGLISH

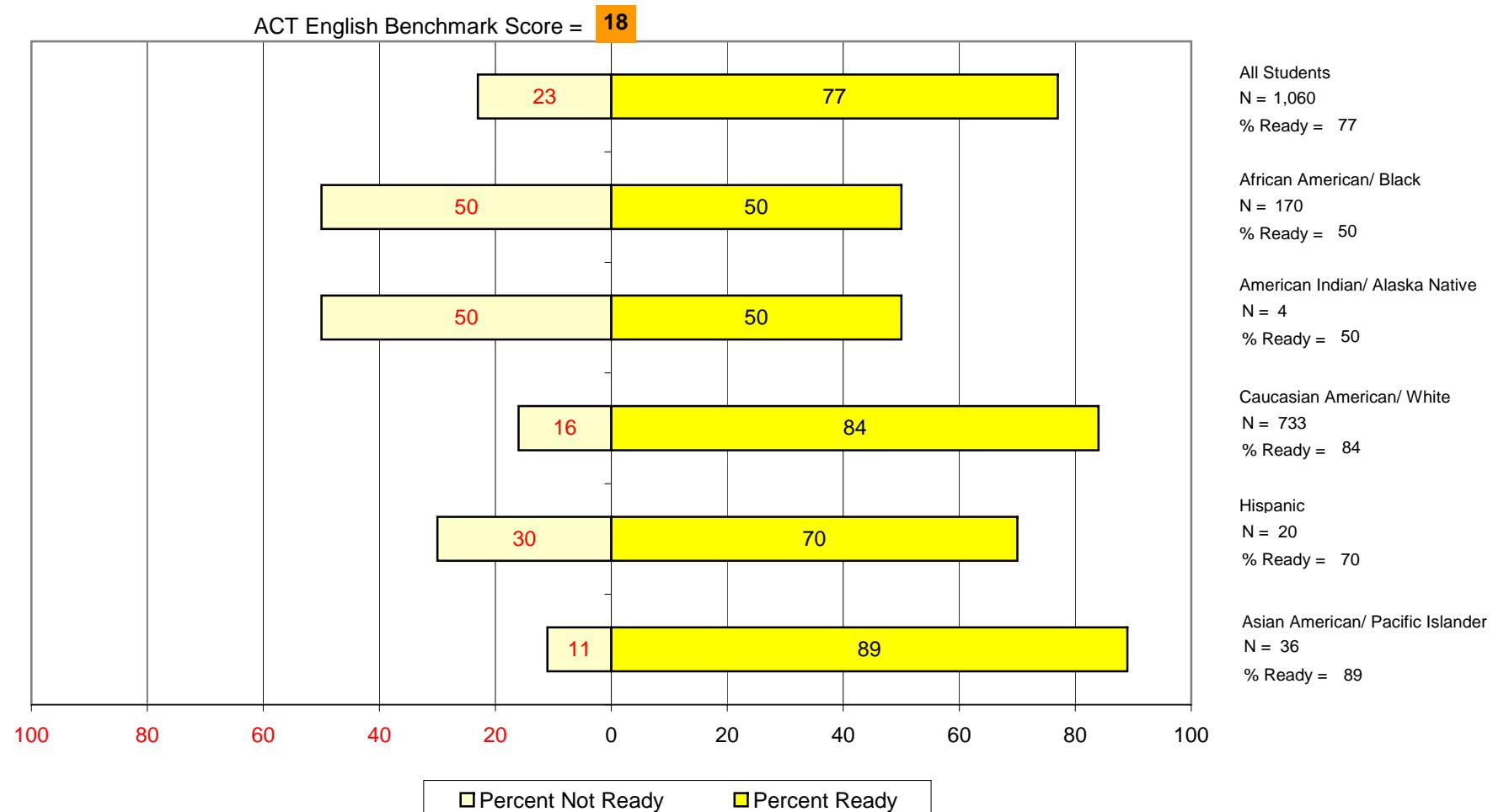


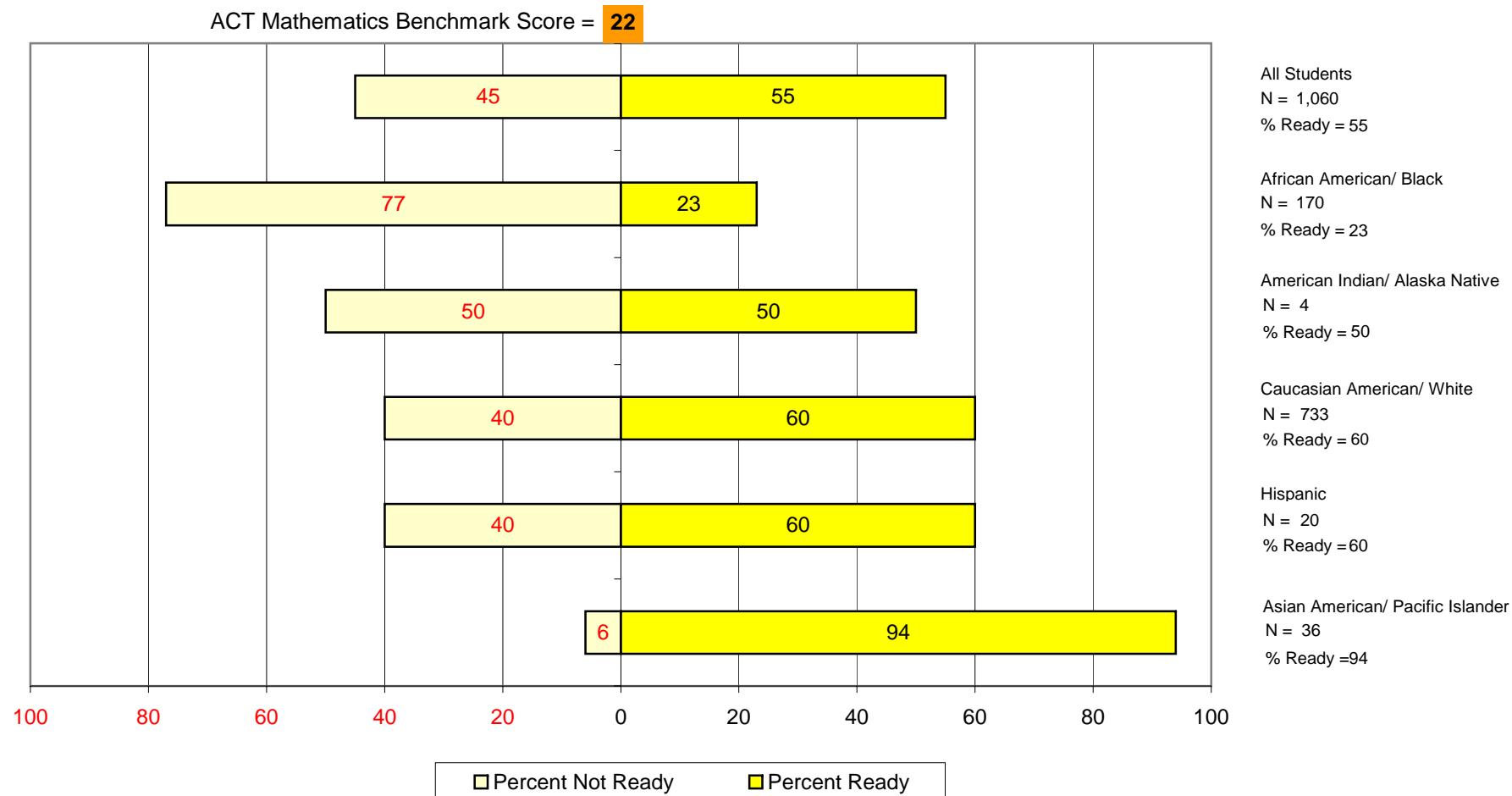
Figure 3.2. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: MATHEMATICS

Figure 3.3. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: READING

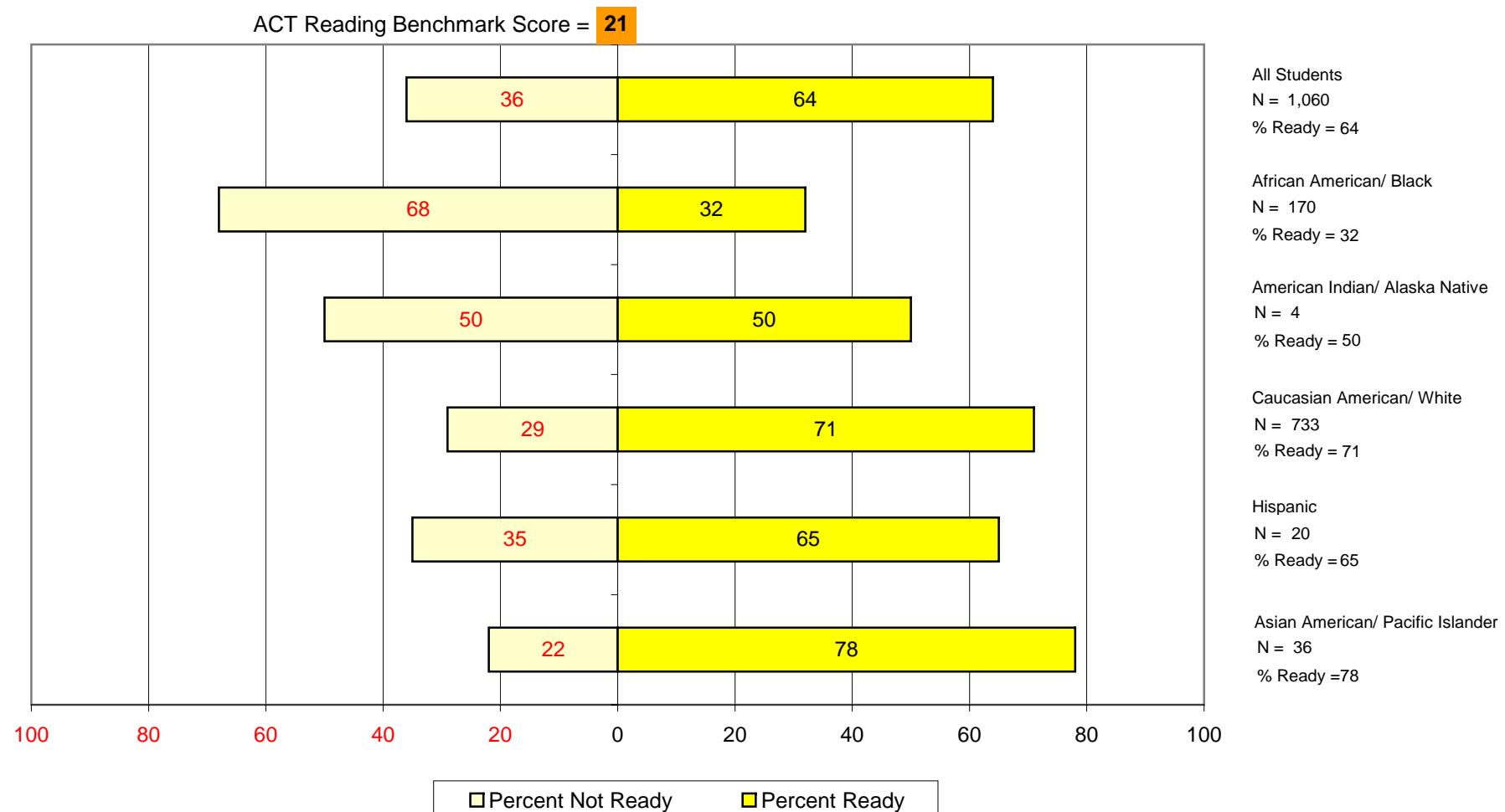


Figure 3.4. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: SCIENCE

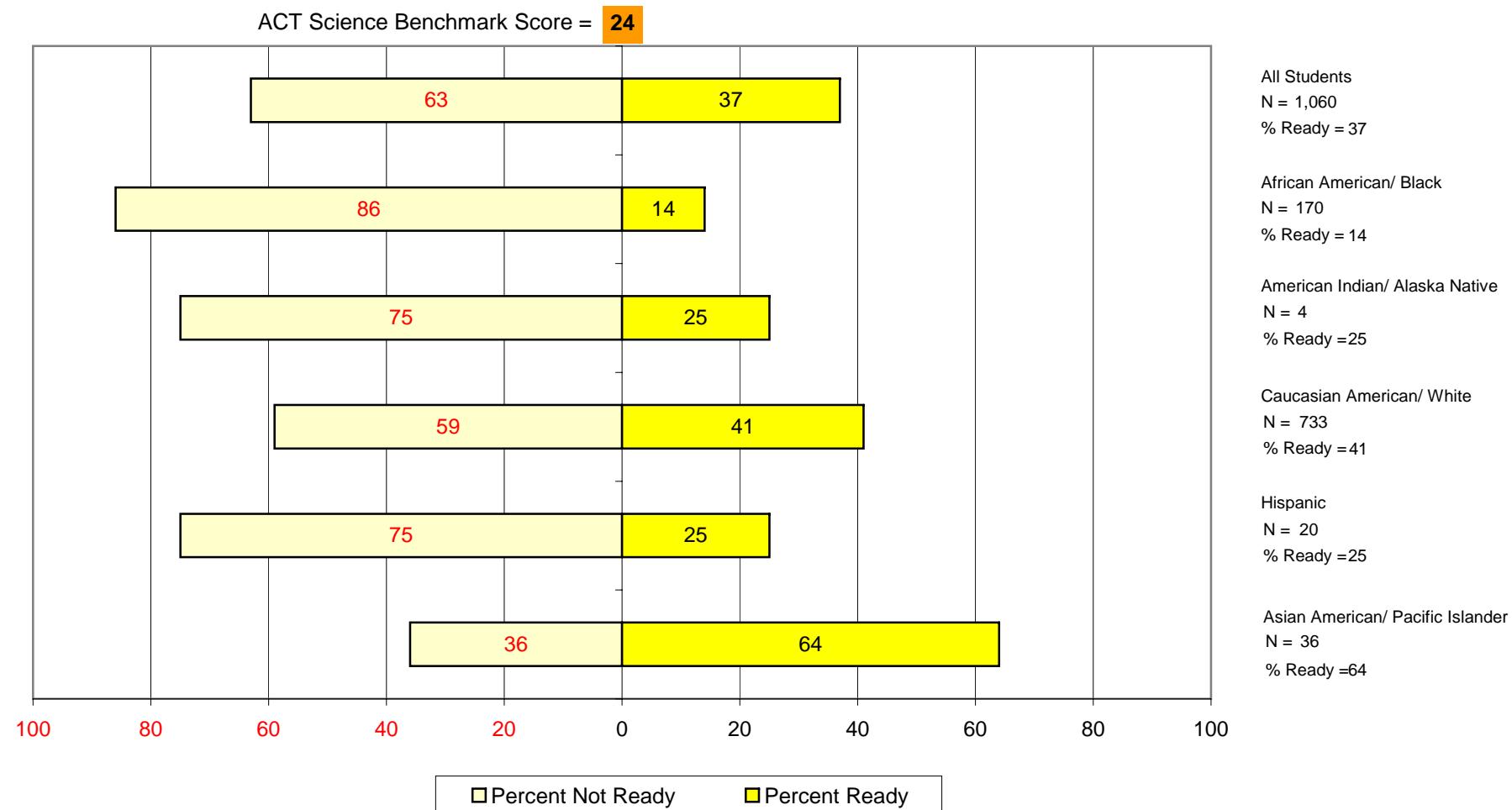


Figure 3.5. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: ALL FOUR

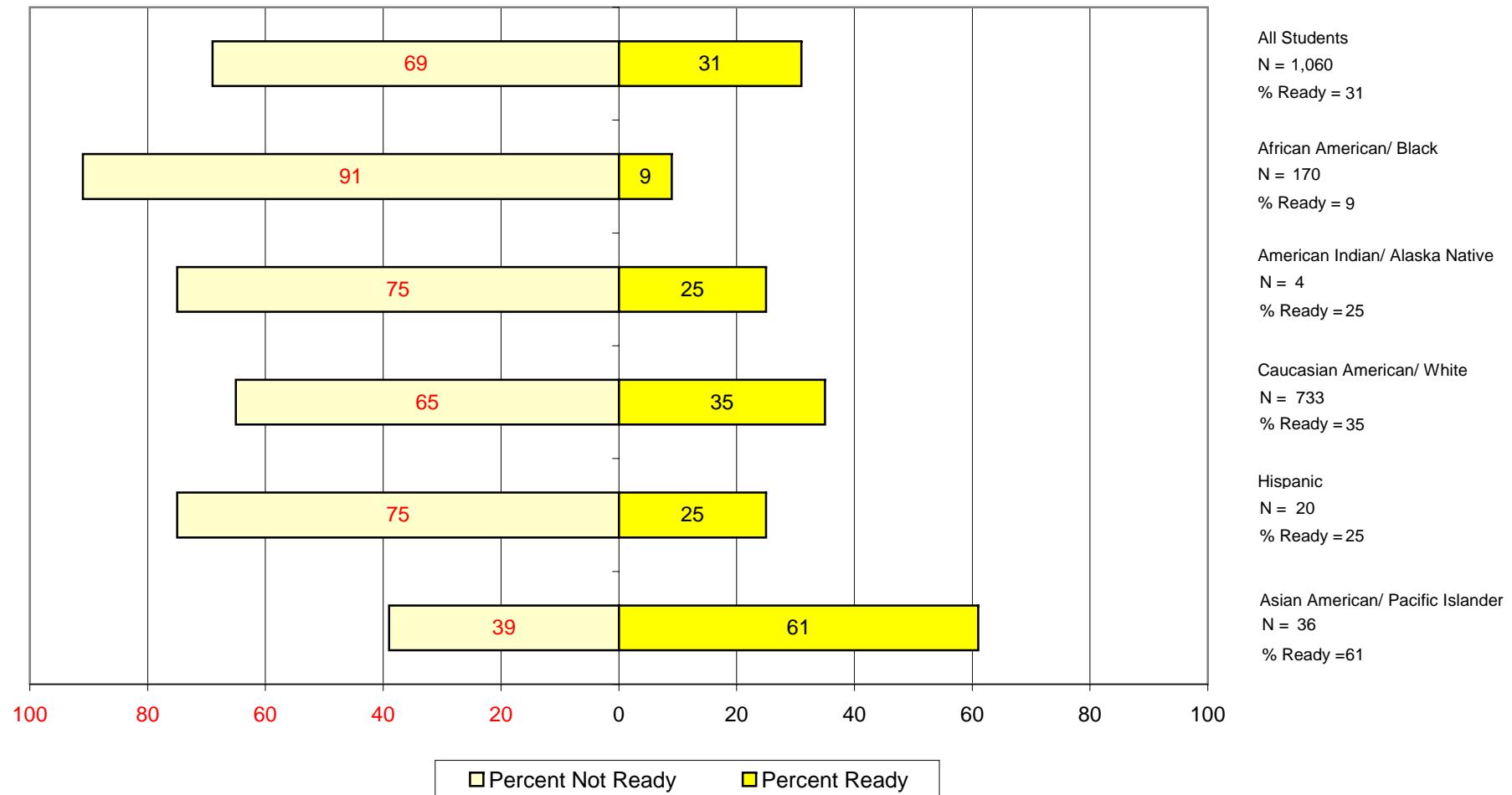


Table 3.1. Average ACT Scores and Average ACT Score Changes by Common Course Patterns

Course Pattern	All Students					Males				Females			
	N	Percent	ACT English	Course Value Added ¹	N	Percent	ACT English	Course Value Added ¹	N	Percent	ACT English	Course Value Added ¹	
ENGLISH COURSE PATTERN													
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	211	20	23.8	7.1	96	19	23.3	4.3	114	21	24.3	8.9	
Eng 9, Eng 10, Eng 11, Eng 12 (Min. Core)	832	78	21.9	5.2	400	79	21.6	2.6	430	78	22.2	6.8	
Less than 4 years of English	11	1	16.7	-	4	1	19.0	-	7	1	15.4	-	
No English course/grade information reported	6	1	24.8	-	5	1	24.2	-	1	0	28.0	-	
MATHEMATICS COURSE PATTERN	N	Percent	ACT Math	Course Value Added ¹	N	Percent	ACT Math	Course Value Added ¹	N	Percent	ACT Math	Course Value Added ¹	
Alg 1, Alg 2, Geom, Trig, & Calc	104	10	24.7	8.3	56	11	25.5	8.9	47	9	23.9	7.7	
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	110	10	21.3	4.9	37	7	21.6	5.0	73	13	21.2	5.0	
Alg 1, Alg 2, Geom, & Trig	58	5	18.7	2.3	23	5	19.4	2.8	34	6	18.1	1.9	
Alg 1, Alg 2, Geom, & Other Adv Math	127	12	19.3	2.9	53	10	19.8	3.2	74	13	19.0	2.8	
Other comb of 4 or more years of Math	521	49	24.5	8.1	273	54	25.1	8.5	248	45	23.7	7.5	
Alg 1, Alg 2, & Geom (Min. Core)	55	5	17.2	0.8	22	4	18.0	1.4	33	6	16.7	0.5	
Other comb of 3 or 3.5 years of Math	48	5	21.4	5.0	22	4	21.8	5.2	25	5	21.4	5.2	
Less than 3 years of Math	31	3	16.4	-	14	3	16.6	-	17	3	16.2	-	
No Math course/grade information reported	6	1	22.2	-	5	1	22.2	-	1	0	22.0	-	
SOCIAL SCIENCE COURSE PATTERN	N	Percent	ACT Reading	Course Value Added ¹	N	Percent	ACT Reading	Course Value Added ¹	N	Percent	ACT Reading	Course Value Added ¹	
US Hist, World Hist, Am Gov, & Other Hist	58	5	23.6	-0.6	30	6	22.6	-0.8	28	5	24.6	-0.3	
Other comb of 4 or more years Social Science	421	40	22.8	-1.4	211	42	23.1	-0.3	209	38	22.6	-2.3	
US Hist, World Hist, & Am Gov (Min. Core)	60	6	22.3	-1.9	35	7	23.4	0.0	25	5	20.8	-4.1	
Other comb of 3 or 3.5 years of Social Science	356	34	22.9	-1.3	161	32	23.1	-0.3	194	35	22.8	-2.1	
Less than 3 years of Social Science	158	15	24.2	-	62	12	23.4	-	95	17	24.9	-	
No Soc Sci course/grade information reported	7	1	25.4	-	6	1	25.3	-	1	0	26.0	-	
NATURAL SCIENCE COURSE PATTERN	N	Percent	ACT Science	Course Value Added ¹	N	Percent	ACT Science	Course Value Added ¹	N	Percent	ACT Science	Course Value Added ¹	
Gen Sci ² , Bio, Chem, & Phys	703	66	22.6	4.7	345	68	23.2	4.1	356	64	22.1	5.3	
Bio, Chem, Phys	102	10	23.9	6.0	47	9	25.5	6.4	55	10	22.6	5.8	
Gen Sci ² , Bio, Chem (Min. Core)	211	20	19.7	1.8	89	18	19.8	0.7	121	22	19.6	2.8	
Other comb of 3 years of Natural Science	6	1	17.3	-0.6	4	1	19.3	0.2	2	0	13.5	-3.3	
Less than 3 years of Natural Science	31	3	17.9	-	14	3	19.1	-	17	3	16.8	-	
No Nat Sci course/grade information reported	7	1	19.6	-	6	1	19.5	-	1	0	20.0	-	

¹Course value added is defined as the average ACT score change compared to a less than core course sequence.²Includes General, Physical and Earth Sciences.

Table 3.2. College Readiness Percents by Common Course Patterns

Course Pattern	N	State			National			
		Percent Taking Pattern	Avg ACT English	Percent Meeting Benchmark	N	Percent Taking Pattern	Avg ACT English	Percent Meeting Benchmark
ENGLISH COURSE PATTERN								
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	211	20	23.8	84	338,118	23	22.0	76
Eng 9, Eng 10, Eng 11, Eng 12 (Min. Core)	832	78	21.9	76	1,029,431	70	20.6	68
Less than 4 years of English	11	1	16.7	55	74,090	5	16.7	42
No English course/grade information reported	6	1	24.8	100	38,830	3	16.1	37
MATHEMATICS COURSE PATTERN	N	Percent Taking Pattern	Avg ACT Math	Percent Meeting Benchmark	N	Percent Taking Pattern	Avg ACT Math	Percent Meeting Benchmark
Alg 1, Alg 2, Geom, Trig, & Calc	104	10	24.7	78	92,630	6	24.5	71
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	110	10	21.3	45	135,244	9	22.1	56
Alg 1, Alg 2, Geom, & Trig	58	5	18.7	19	110,962	7	20.0	35
Alg 1, Alg 2, Geom, & Other Adv Math	127	12	19.3	32	220,868	15	20.1	36
Other comb of 4 or more years of Math	521	49	24.5	70	455,130	31	23.9	66
Alg 1, Alg 2, & Geom (Min. Core)	55	5	17.2	13	248,747	17	17.5	12
Other comb of 3 or 3.5 years of Math	48	5	21.4	42	70,732	5	20.1	35
Less than 3 years of Math	31	3	16.4	10	105,591	7	16.5	7
No Math course/grade information reported	6	1	22.2	67	40,565	3	17.7	18
SOCIAL SCIENCE COURSE PATTERN	N	Percent Taking Pattern	Avg ACT Reading	Percent Meeting Benchmark	N	Percent Taking Pattern	Avg ACT Reading	Percent Meeting Benchmark
US Hist, World Hist, Am Gov, & Other Hist	58	5	23.6	67	46,754	3	22.8	61
Other comb of 4 or more years Social Science	421	40	22.8	62	735,636	50	22.0	57
US Hist, World Hist, & Am Gov (Min. Core)	60	6	22.3	60	84,543	6	20.6	47
Other comb of 3 or 3.5 years of Social Science	356	34	22.9	65	420,236	28	21.3	52
Less than 3 years of Social Science	158	15	24.2	69	152,775	10	19.7	40
No Soc Sci course/grade information reported	7	1	25.4	86	40,525	3	17.5	26
NATURAL SCIENCE COURSE PATTERN	N	Percent Taking Pattern	Avg ACT Science	Percent Meeting Benchmark	N	Percent Taking Pattern	Avg ACT Science	Percent Meeting Benchmark
Gen Sci ¹ , Bio, Chem, & Phys	703	66	22.6	41	563,824	38	22.2	39
Bio, Chem, Phys	102	10	23.9	54	141,531	10	23.3	47
Gen Sci ¹ , Bio, Chem (Min. Core)	211	20	19.7	19	459,833	31	20.1	21
Other comb of 3 years of Natural Science	6	1	17.3	0	41,353	3	19.8	21
Less than 3 years of Natural Science	31	3	17.9	10	233,215	16	18.4	11
No Nat Sci course/grade information reported	7	1	19.6	14	40,713	3	17.7	11

¹Includes General, Physical and Earth Sciences.

Section IV

Career and Educational Aspirations

Table 4.1. Distribution of Planned Educational Majors for All Students by College Plans

Planned Educational Major	All Students			Plan on 2 Years or Less of College			Plan on 4 Years or More of College		
	N ¹	Percent ²	Avg ACT Comp	N	Percent ²	Avg ACT Comp	N	Percent ²	Avg ACT Comp
Agriculture Sciences & Technologies	23	2	21.5	0	0	.	23	2	21.5
Architecture & Environmental Design	21	2	22.1	0	0	.	21	2	22.1
Business & Management	117	11	21.5	1	11	13.0	106	11	21.5
Business & Office	7	1	21.3	0	0	.	7	1	21.3
Marketing & Distribution	10	1	20.4	0	0	.	9	1	21.0
Communications & Comm. Technologies	40	4	21.9	0	0	.	38	4	22.1
Community & Personal Services	15	1	20.4	0	0	.	15	2	20.4
Computer & Information Sciences	23	2	23.8	0	0	.	21	2	23.8
Cross-Disciplinary Studies	3	0	25.7	0	0	.	1	0	22.0
Education	41	4	20.9	0	0	.	39	4	20.9
Teacher Education	23	2	19.3	0	0	.	23	2	19.3
Engineering	73	7	25.7	0	0	.	71	7	25.7
Engineering-Related Technologies	48	5	23.8	0	0	.	45	5	23.5
Foreign Languages	6	1	26.0	0	0	.	5	1	25.8
Health Sciences & Allied Health Fields	182	17	21.2	6	67	15.3	169	17	21.4
Human, Family & Consumer Science	7	1	21.7	0	0	.	7	1	21.7
Letters	6	1	24.7	0	0	.	6	1	24.7
Mathematics	5	0	24.0	0	0	.	5	1	24.0
Philosophy, Religion & Theology	5	0	21.0	0	0	.	5	1	21.0
Sciences (Biological & Physical)	122	12	24.7	0	0	.	116	12	24.6
Social Sciences	63	6	21.3	1	11	11.0	61	6	21.4
Trade & Industrial	1	0	18.0	0	0	.	1	0	18.0
Visual & Performing Arts	50	5	21.6	0	0	.	46	5	21.5
Undecided	153	14	23.9	1	11	18.0	126	13	23.9
No Response	16	2	20.1	0	0	.	6	1	21.0

¹2-Year and 4-Year "N" counts do not reflect "Missing" and "Other" institution types, therefore they may not add up to the N count for All Students.²Percent of students tested within College Plan groups (All Students, 2-Year, 4-Year).

Table 4.2. Average ACT Composite Scores for Racial/Ethnic Groups by Post-Secondary Educational Aspirations

Educational Degree Aspirations	All Racial/Ethnic Groups Combined		African American/Black		American Indian/Alaska Native		Caucasian American/White		Hispanic		Asian American/Pacific Islander		Other/No Response	
	N	Average	N	Average	N	Average	N	Average	N	Average	N	Average	N	Average
Voc-Tech	0	-	0	-	0	-	0	-	0	-	0	-	0	-
2-yr College Degree	9	14.9	5	14.0	0	-	4	16.0	0	-	0	-	0	-
Bachelors Degree	363	20.8	54	17.1	1	12.0	271	21.6	6	19.3	3	22.7	28	21.0
Graduate Study	277	23.1	40	17.7	3	21.7	206	23.9	3	26.3	9	25.0	16	23.9
Prof. Level Degree	332	24.2	66	20.2	0	-	201	25.4	10	22.2	22	27.0	33	23.0
Other	8	19.6	1	18.0	0	-	7	19.9	0	-	0	-	0	-
No Response	71	23.7	4	20.8	0	-	44	23.3	1	21.0	2	32.0	20	24.5

Table 4.3. Students' Score Report Preferences at Time of Testing

Name	State	Number of Students			Percent of Students in College Readiness Standards Ranges						
		Total	1st Choice	2nd-6th Choice	01-12	13-15	16-19	20-23	24-27	28-32	33-36
UNIVERSITY OF DELAWARE	Delaware	300	130	170	1	4	22	27	29	17	1
PENN STATE-UNIVERSITY PARK CAMPUS	Pennsylvania	55	15	40	2	7	15	16	38	20	2
UNIVERSITY OF MARYLAND COLLEGE PARK	Maryland	51	9	42	2	0	20	24	24	29	2
WEST CHESTER UNIVERSITY OF PENNSYLVANIA	Pennsylvania	45	7	38	0	7	27	49	13	4	0
DELAWARE STATE UNIVERSITY	Delaware	40	15	25	8	23	50	15	3	3	0
VIRGINIA TECH	Virginia	35	7	28	0	0	6	37	29	29	0
TEMPLE UNIVERSITY	Pennsylvania	34	9	25	0	15	35	38	12	0	0
NCAA ELIGIBILITY CENTER	Indiana	31	19	12	0	10	58	19	10	3	0
WESLEY COLLEGE	Delaware	30	9	21	7	17	50	17	10	0	0
DELAWARE TECH & COMM COLL-STANTON/WILM	Delaware	27	11	16	0	11	52	30	7	0	0
TOWSON UNIVERSITY	Maryland	23	3	20	0	9	17	52	17	4	0
JAMES MADISON UNIVERSITY	Virginia	22	3	19	5	0	18	36	36	5	0
SAINT JOSEPH'S UNIVERSITY	Pennsylvania	22	2	20	0	0	5	41	36	18	0
SALISBURY UNIVERSITY	Maryland	22	6	16	0	9	45	41	5	0	0
UNIVERSITY OF PENNSYLVANIA	Pennsylvania	21	11	10	0	0	5	10	24	52	10
CLEMSON UNIVERSITY	South Carolina	20	5	15	0	0	15	35	40	10	0
NEUMANN COLLEGE	Pennsylvania	20	1	19	5	15	45	30	0	5	0
VILLANOVA UNIVERSITY	Pennsylvania	20	6	14	0	0	0	25	30	45	0
DREXEL UNIVERSITY	Pennsylvania	19	3	16	0	0	16	11	37	32	5
WILMINGTON COLLEGE	Delaware	19	2	17	0	11	53	21	16	0	0
EAST CAROLINA UNIVERSITY	North Carolina	18	3	15	0	0	33	50	17	0	0
WEST VIRGINIA UNIVERSITY	West Virginia	18	3	15	6	0	39	39	17	0	0
HAMPTON UNIVERSITY	Virginia	17	5	12	0	24	35	12	18	12	0
BOSTON UNIVERSITY	Massachusetts	16	6	10	0	6	0	25	25	44	0
CORNELL UNIVERSITY	New York	16	5	11	0	0	0	31	38	19	13
UNIV OF VIRGINIA-MAIN CAMPUS	Virginia	16	4	12	0	0	0	0	19	81	0
YORK COLLEGE OF PENNSYLVANIA	Pennsylvania	16	5	11	6	6	44	25	19	0	0
COLLEGE OF WILLIAM AND MARY	Virginia	15	4	11	0	0	0	33	33	33	0
HOWARD UNIVERSITY	District of Columbia	15	4	11	7	7	60	20	7	0	0
DELAWARE TECH & COMM COLL-TERRY CAMPUS	Delaware	14	6	8	7	7	50	29	7	0	0
All Other Institutions		1,124	284	840	1	6	19	27	27	19	1
Total		2,141	602	1,539	1	6	22	27	25	17	1

Section V

Optional Writing Test Results

Table 5.1. Average ACT English and Writing Scores by Race/Ethnicity and Gender for students who took ACT Writing

	N		English		Average ACT Scores			
					Essay		English/Writing Combined	
	State	National	State	National	State	National	State	National
All Students	792	814,713	23.3	21.5	7.7	7.2	22.6	20.8
African American/Black	109	96,225	19.1	16.5	7.1	6.4	19.1	16.5
American Indian/Alaska Native	4	5,489	17.3	18.9	7.8	6.7	18.3	18.5
Caucasian American/White	558	497,164	24.0	22.8	7.8	7.3	23.2	21.9
Hispanic	14	85,681	23.1	18.4	7.6	7.0	22.4	18.4
Asian American/Pacific Islander	33	44,716	25.4	23.5	7.8	7.6	24.4	22.8
Other/No Response	74	85,438	23.8	21.4	7.8	7.2	23.1	20.8
Males	377	357,025	22.9	21.1	7.5	6.9	22.2	20.3
Females	413	455,190	23.7	21.7	7.9	7.4	23.1	21.2
Missing	2	2,498	14.5	22.1	8.0	7.2	16.5	21.3

